DOCUMENT RESUME

ED 176 642 HE 011 721

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TITLE Needed: A New Graduate International University System for the Twenty-First Century.
PUB DATE [79]
NOTE 10p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Educational Change; Education Work Relationship; Experiential Learning; *Graduate Study; *Higher Education; *Innovation; Interinstitutional Cooperation; *International Education; International Programs; Shared Services; Study Abroad; Universities
IDENTIFIERS *Graduate International University System; *Nontraditional Education

ABSTRACT

A Graduate International University System is proposed. Past efforts, such as the Fulbright Act, are reviewed and the need for an international approach to graduate education is explored. A wider definition for the meaning of a university is presented: one that encompasses a program of immersive experiences and personal interaction (the experiential approach). The new system would include advanced study, professional educational work experience, and special studies related to language, culture, and customs, and would take place in a foreign setting. A main component of the program design would be the teaming of educators in work-related experiences. Ideas, skills, and knowledge would be exchanged through active and cooperative involvement. The system would provide a coordinated organization of institutions that would offer reciprocal credits, and the faculty at each institution would be chosen to be internationally representative. Funding for the venture could be found in the framework of the NATO and SEATO pacts. Additional funding could come from such sources as the World Bank, and grants and scholarships from international professional organizations. (PHR)

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AUG 3 1 1979

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NEEDED: A NEW GRADUATE INTERNATIONAL UNIVERSITY SYSTEM FOR THE TWENTY-FIRST CENTURY

Mar 26 11 19 AM '79

W. Paul Fischer

PREFACE

The following proposal for a Graduate International University System in no way implies that forms of graduate international education have not existed in the past, nor are they nonexistent today. There is evidence that since (at least) 1946 in the United States through efforts such as the Fulbright Act, certain opportunities for select individuals and groups, opportunities for international study in various forms have existed. Proposals for World Urban Teaching Centers (Harold Taylor, circa 1967), the creation of the United Nations University (circa 1947, and an idea broached in 1921 by the Commission for Intellectual Cooperation and the League of Nations), the introduction of the International Education Act of 1966 by then President Lyndon Johnson, all have been attempts to in some sense present a unified world-wide system of graduate level of study for educators. Unfortunately, no real system of interrelated institutions has emerged.

Organizations such as UNESCO, WCCI, WCOTP, many forms of special legislation particularly by the United States (NDEA, MUTUAL EDUCATIONAL/CULTURAL EXCHANGE ACT OF 1965 --- to name a few) have attempted to "internationalize" educational opportunities at the graduate level.

In addition, a plethora of Travel-Study Programs and various forms of Off-Campus and Year-Abroad Programs (usually undergraduate programs) have been offered by many universities. Travel-Study programs often have been limited in their educational scope and of little transfer value for the participants.

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Global issues impinging upon education in all societies are causing educators to look at new programs and strategies for meeting the needs of the on-rushing 21st Century. Professional development, continuing education and advanced degree programs are hobbling along in such traditional modes that they are losing their attraction for many. Indeed, they have often lost their original worth. These traditional programs must pursue some new and venturesome roads in order to produce a "new breed of cat" to serve the burgeoning demands placed upon education.

In no field of endeavor is there a greater need for developing new programs and strategies than at the graduate level of education. The pursuit of advanced degrees by teachers and administrators under the wing of "mother hen" universities often presents a stultifying program for mature and sophisticated students. Far too many advanced degree students are required to "sit at the feet of the masters"; the assumption being that all masters are to be found within the walls of academe. Such parochiality for learning, such limited views of learning opportunities and what constitutes the educated person (the end product of such a system) is in reality contradictory to the concept of a university. As stated by Glenn A. Olds as early as 1976:

> "A parochial university is a contradiction in terms. University, from the two Latin roots, unis and versum, means to make whole, to turn into one." He further states:
> "—— ignorance of people, places, values, commitments, and cultures in our shrinking world can be catastrophic."*
>
> *Olds, Glenn A., "An Expanding University in a Shrinking World" Phi Delta Kappan. Dec. 1967, Vol XLIX, No. 4, pp. 190-93

The dictionary presents the abbreviation of "UNIV." to be used for both the term universal and for university. Universal implies "wholeness" and "without limits". Therefore, the concept of a university can never be circumscribed by any single organization, any single format or mode of study. Fortunately, within recent years, and most particularly the years following World War II, the universities have become more flexible in their program offerings. Some of the more recent innovations at the level of graduate study have included more emphases upon field experiences. These include advanced field research and development studies leading to degrees often carried out within foreign study experiences. Some experiences provided were through grants such as could be obtained under the Fulbright-Hays Act and the International Exchange of Scholars.

For the person at the graduate level who wished to continue his education through experiential means a veritable deluge of travel-study programs were offered. As stated earlier, these programs were often cursory and held very little carry-over value for the educator during the pursuit of his/her profession.

As socio-technical forces shock societies around the world, new career demands must be met by the institution of education. Together with the technological-scientific growth and accompanying pressures placed upon society's institutions, there is an ever-growing concern for the emergence of a "new form of humankind." There are new concerns for developing "the inner person," the heightening of sensitivity, awareness, and the total development of a person's affective domain. Sensitivity to, sensitivity for, and sensitivity among the people of an ever-increasing inter-dependent and inter-related world has become a major goal of education. Critical needs must be met. New skills must be taught which are related to this

very inclusive view of our planet. In order that these goals and demands of education are realized an extensive change must occur at the level of graduate teacher education. There must be a strong movement from "the study of/about things" (or the intellectual approach) toward a program of immersive experiences and personal interaction (the experiential approach).

Educators in the Social Sciences, Arts and Humanities have an especially critical need with the pressures brought upon them through the curricular demands of minorities to increase and improve the study of customs, cultures and languages. Increased curricular activity in areas of World Studies and Future(s) Studies have also acted to intensify these needs. These emerging fields of curricula create the need for a type of teacher education program at the graduate level which would produce educational personnel with a higher degree of awareness, sensitivity, sophisticated professional skills and knowledge for meeting the changing needs of humankind. This portends an internationalization of the teacher education curricula at a level of sophistication never before realized nor undertaken.

Harold Taylor stated:

> "The problem in education is primarily one of developing empathy, since the professional or amateur study of foreign cultures may not necessarily yield a sympathy for a world point of view or a tolerance of cultural differences. The direct route to an understanding of world affairs and foreign cultures by the American teacher is through an escape from his natural ethnocentrism into a culture other than his own. This would argue for the preparation of the teacher

to enter openly into a foreign culture through a program of teacher education which would place the teacher for a period of time within another culture.

*Taylor, Harold, "World Education for Teachers," Phi Delta Kappan. Dec. 1967, Vol XLIX, No. 4, pp. 178-180.

Taylor further proposed that World Urban Teaching Centers be established in the great cities of the world - all which tend to have common educational problems. Teachers of the world could gather at these centers for joint study of the problems and for mutual exchange and enlightenment.

*Taylor, Harold (Same as before PDK, 12/67 etc. etc.)

As an example of what might be a program of experiential learning for educators studying at such learning centers, I cite an article by John P. Augelli, Social Education, Oct., 1970 in which he relates a field experience in Mexico of a group of trainers of supervisors of classroom teachers, of whom virtually none had ever been to Mexico. A comparative study of a Mexican rancho and its methods with that of Kansas farm was conducted. The Americans found it difficult to believe that a Mexican farmer could be so productive and so scientific! They learned that effective adjustments to physical and natural environments was as important or more so, than the use of so-called modern methods, machinery and scientific know-how! The real lesson learned was the danger of stereotyping in assessing foreign cultures and customs.

*Augelli, John P., "Latin America Regional Learning: Role of Geography and Geographers," Social Education. Oct., 1970, Vol 34 No. 6, pp. 650-666.

It is for the purpose of providing unique and intense affective learnings together with the acquisition of sophisticated academic and practical knowledge and skills that the university of the future must plan its continuing education programs, its advanced degree programs, and its post-doctoral studies with a definateworld perspective.

THE PROPOSAL

It is proposed that a new system of Graduate International Universities for Education be established which will plan, develop and administer graduate level, in-depth, immersive, foreign-based educational programs designed to meet degree requirements, develop special knowledge and skill for personal and professional growth, and provide unique opportunities for post-doctoral and independent educational research. Advanced study, professional educational work-experience, and special studies related to language, customs and culture would take place within a foreign setting.

A strong component of all program designs would be the "teaming of educators" in work-related experiences. This side-by-side professional working relationship would provide the participant with learning experiences through personal and professional inter-action and inter-change. Ideas, skills, and knowledge would be exchanged through active and cooperative involvement during the performance of professional educational tasks.

Although the emphasis here would seem to be upon the Social Sciences Arts and Humanities, there is no intent to exclude educators from the "hard sciences". Immersive programs of like kind could be developed for them. Perhaps inter-disciplinary teams among educators from the hard sciences and educators in the Social Sciences could be formed.

The present forms of travel-study programs do not provide for the immersive experiences suggested by this plan. In addition, most do not apply to programs with a degree objective or special research studies. Often they are looked upon as a way of getting a "reduced rate vacation". The usual, time-honored Summer school attendance often becomes an "extended drudgery" and does nothing to stimulate or revitalize the educator. Immersive programs can produce new skills for the practitioner, provide a different mode of acquiring knowledge and attaining a degree, and present varied and stimulating opportunities for cooperative field research and exchange of information among professional educators across national boundaries and between cultures.

The Graduate International University Education System would provide a coordinated organization of institutions of higher education which would establish reciprocal credits and other agreements among its members. Faculties at each member institution would be chosen to be internationally representative. Commitment to a philsophy of learning through immersive experiences would be vital. Professional interchange would be the guiding mode of study for the continuing development of the professional educator who is a participant in such a program.

Support for such a venture might be sought within the already established frame-works of such historic acts as N A T O and S E A T O. Funding support of (an) educational institution (s) operating within these pacts might be provided by the member nations. Additional funding might accrue from the World Bank, grants from large international corporations operating within and between the member nations. Grants and scholarships from international professional organizations and from philanthropists within the private sector might be sought to support advanced graduate research and development studies in education.

Since education is a basic institution of all nations, societies and cultures, it would seem plausible for any international agreements to strongly support the formation of an international institution for graduate education. A common institution, operating cooperatively and reciprocally among member nations could provide for the continued development and subtle understandings so vital for maintaining the alliance, and for furthering any mutually beneficial interrelationships.

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